

# Year 1: Animals

## What should I already know?

Be able to show care and concern for living things.  
Have some understanding of growth and change.  
Can talk about things they have observed including animals.

**Science** - science is A subject where you ask questions about how the world works and find out the answers

National Curriculum Objectives:

- Identify and name a variety of common animals
- Describe and compare the structure of a variety of common animals
- Notice that animals have offspring which grow into adults

## Powerful knowledge

### Mammals



human



mouse



dog



cow

### Reptiles



snake



tortoise



lizard



alligator

### Birds



penguin



chicken



flamingo



robin

### Amphibians



frog



toad



newt



salamander

### Fish



goldfish



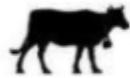
tuna



shark



eel



## Significant People



Dame Jane Goodall

86 years old

Jane was born in London, UK. She is the worlds expert on chimpanzees.

Jane has been researching and looking after chimpanzees for 60 years!

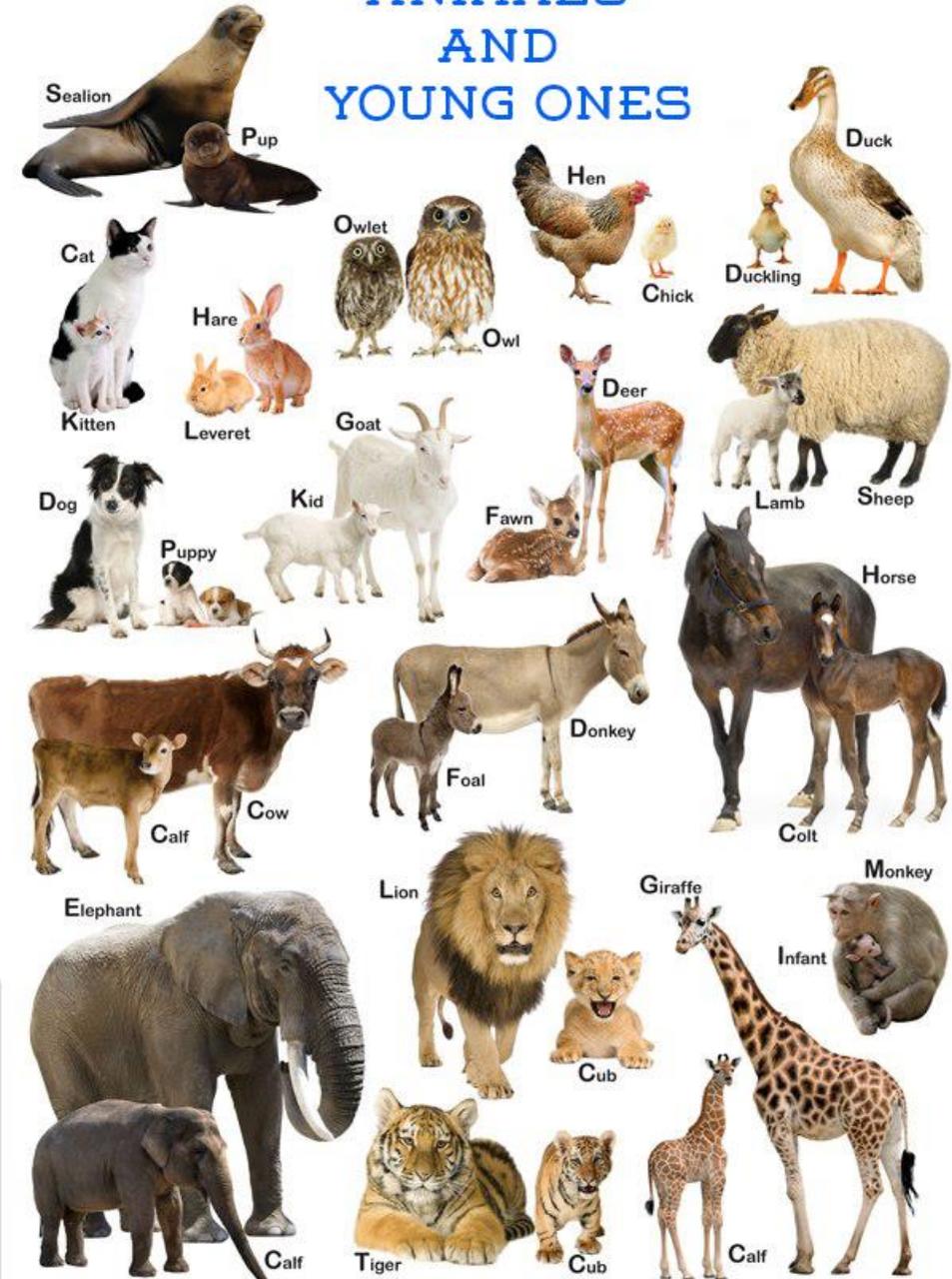
Interesting fact - Chimpanzees are not monkeys! They are apes! Apes do not have tails.



# Glossary/Key Questions

<b>Mammal</b>	Mammals are animals that breathe air, grow hair or fur and feed on their mummy's milk as a baby. Humans, cows and cats are mammals.
<b>Reptile</b>	Reptiles breathe air. They have scales on their skin.
<b>Amphibian</b>	Amphibians live in water as babies and on land as they grow up. They have smooth, slimy skin.
<b>Bird</b>	All birds have a beak, two legs, feathers and wings.
<b>Fish</b>	Fish live and breathe under water. They have scaly skin, fins to help them swim and they breathe through gills.
<b>Nocturnal</b>	Animals that are awake at night.
<b>Offspring</b>	This is the word we use to describe the babies of an animal. Lambs are offspring from sheep. Puppies are offspring from dogs.
<b>What is an omnivore?</b>	Animals that eat both plants and other animals. Humans, monkeys and hedgehogs eat a both plants and meat!
<b>What is a herbivore?</b>	Animals that only eat plants! Rabbits, elephants and chickens only eat plants!
<b>What is a carnivore?</b>	Animals that mostly eat meat (other animals). Sharks, dogs and lions are carnivores.

## ANIMALS AND YOUNG ONES



CARNIVOROUS	HERBIVOROUS	OMNIVOROUS
Tiger	Rhinoceros	Hedgehog
Outfish	Deer	Boar
Platypus	Anteater	Parrot
Shark	Lion	Koala
Walrus	Penguin	Hippopotamus
	Kangaroo	Giraffe
	Elephant	Kiwi
		Turtle
		Ostrich
		Monkey
		Skunk
		Bear

### Life Cycle of a Chicken



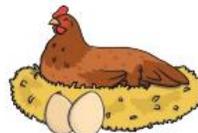
Some animals give birth to **live young**. Their offspring normally look like them when they are born.



Other animals have offspring which do not look like them, e.g. fish and amphibians.



Some animals lay eggs which hatch into live young. This **young** then develops into an **adult**. When these eggs hatch, some animals look like their adult, e.g. birds and reptiles.



## Science Year 1 - Animals Including humans - Pets

### National Curriculum Objectives:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

### In Early Years:

- Children should be able to identify different parts of their body.
- Have some understanding of healthy food and the need for variety in their diets.
- Be able to show care and concern for living things.
- Know the effects exercise has on their bodies.
- Have some understanding of growth and change.
- Can talk about things they have observed including animals.

### Lesson 1



Skill - Compare



Knowledge - Name different animals

### Lesson 2



Skill - Identify, name, compare



Knowledge - Animals have special features that help them to survive.

### Lesson 3



Skill - Describe



Knowledge - Animals that are not pets are known as wild animals.

### Lesson 4



Skill - Compare, group



Knowledge - Warm blooded animals can warm the blood in their bodies by themselves.

WALT: Name and describe animals.

WILF:

- Name animals
- Find similarities
- Find differences

What is your favourite animal? Why?  
Some animals are similar, compare tiger & cat. Some are different, dog and frog.  
Show children images of a range of animals including birds, fish, amphibians, reptiles, mammals and invertebrates. Ensure children become familiar with the names of these animals.  
Discuss one animal in detail explaining that its features help it to survive. E.g., a polar bear has thick fur & a layer of fat to keep it warm. It has sharp teeth & claws for catching animals to eat. It has fur on the soles of its feet to keep them from freezing on the ice.

#### Recording:

Play a game where a teacher describes an animal and the chn draw what they think it is. HAPs do this in pairs with each other.

WALT: Describe common animals.

WILF:

- Name the body parts
- Find similarities
- Find differences

Recap the body parts of a human. How many body parts can you name in a minute?  
  
Look at animals that are odd ones out. With lots of different images of animals, chn cut up their body parts and group them.  
Can you group the heads, legs, eyes, nose, Ears?  
Which animals have tusks/horns?  
Which animals have tails?  
Which animals have wings?  
Why do you think it might be helpful for scientists to group animals?

#### Recording:

Label the parts of a tiger.  
Whiskers, paws, claws, teeth, fur, tail.  
HAPs, also label a bird. Wigs, feathers, claws, beak.

WALT: Describe the needs of a pet.

WILF:

- Group animals
- Describe what a pet needs
- Explain how to look after a pet.

Sort animals into two groups; suitable for a pet and not suitable for a pet. Discuss why animals were sorted in a particular way.

In a 'mystery bag' put clues of a pet inside. E.g. lead, collar, bone. Chn try to guess which it is.

Can you describe what a pet needs?  
Why is it a big responsibility to own a pet?  
What happens when a pet's needs are not met?

#### Recording:

Chn make a poster on how to take care of a pet.

WALT: Compare animals.

WILF:

- Group mammals
- Group fish
- Describe the features

Chn look at pictures of mammals and fish (mixed up) the chn group these animals in any way they would like.

Chn look at the fish and find similarities and differences.  
Teach chn the features of a fish e.g. Fish live underwater. They have gills to help them breathe. They have fins to help them swim and scales to protect their bodies.

Repeat this with mammals.

#### Recording:

Chn create a documentary on the animal groups they have learnt Show chn examples. QR codes.

**Assessment:** Use the vocabulary mat to assess the children's prior knowledge and use the mats again to assess what the children have learnt.

**Key Vocabulary:** Amphibians, birds, fish, mammals, reptiles, carnivores, herbivore, omnivore, sight, hearing, touch, taste, smell, head, neck, ear, mouth, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow.



animals



amphibians



birds



fish



mammals



reptiles



carnivores



herbivore



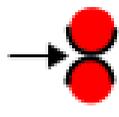
omnivore



sight



hearing



touch



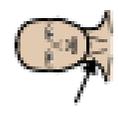
taste



smell



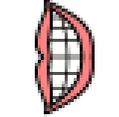
head



neck



ear



mouth



shoulder



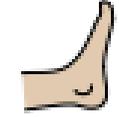
hand



fingers



leg



foot



thumb



eye



nose



knee



teeth



elbow



eyebrows



toes

